

december 1973

the university of alberta magazine

new trail

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What should be left?

Should the University require greater use of public transport?

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In this issue. Many words have been spent lately on the Worth Report and its stepchild, the reorganized Department of Advanced Education. In this issue, *Trail* staff member David Norwood, BA '68, MA '70, examines the philosophy behind the new Department. Also in this issue, Bill Thorsell, BA '66, MA '70, begins a column of thoughts on the University. Bill is the Executive Secretary of the University Senate, but his column reflects only his own observations about a campus where he has been both student and (he would shudder) administrator.

new trail

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William Thorsell A Foreword

With some maturity, one of the weights a person begins to experience is the fear of being presumptuous. Indeed, fear of presumption becomes the great silencer, an impressive control mechanism over the expression of ideas. One has only to be put down for presumption once, and the great creeping caution begins its muffling work. Muffling not only on the expression of ideas, but soon on their very formulation.

There are two things that sustain the power of presumption to mute us: the fear of unjustly hurting another, and the fear of damaging one's own ego in the face of error. The fear of being unjust to others is certainly bothersome. But one must assume that other people are capable of taking care of themselves and they will effectively rebut one's injustices if, through some error, they should occur.

The preservation of the ego is the more effective control mechanism. Part of the problem is that many people use "put downs" as answers to those who venture to talk. Put-downs can very effectively neutralize the timid. But talkers are more often attacked for being sadly misinformed. Indeed, in a technocratic environment, the charge that people are mal-informed is the dominant form of counterattack against the expression of ideas. What I believe we must appreciate is that the ego does not suffer greatly if an argument is shown to be based on insufficient information. The ego would suffer much more if the argument were shown to be logically or ethically unsound. Finally, the ego should probably never get so sensitive that, for whatever reason, it will not venture to express—and learn.

From time to time one wins the battle against the power of presumption and talks with some abandon. That, from time to time, is what I propose to do.

The BA revisited

I grew up assuming that Marx had to do with violence, state oppression, and war. I was convinced that Marx's basic thesis had been discredited by the increasing affluence of the working classes and the ability of Keynesian economics to manage the "recurring crises of capitalism." I read the domestic history of Soviet Russia with horror. By the time I got my BA I was not only sure that Marx was objectively wrong, but morally wrong as well and I put him aside. In retrospect, one might almost conclude that an anti-Marxist attitude was a requirement for the BA (1966 version)—we all seemed to share it.

I realize now that our attitudes were not anti-Marxist at all because we hardly knew anything about Marx. We had all read the Communist Manifesto but read it as a philosophical statement rather than a political pamphlet. Few of us had read much more. I doubt that any of us could have listed Marx's major works or put them into the perspective of his thought. (Indeed one of his most interesting works wasn't even available in the English language in 1966!) No, we weren't anti-Marxist: we were simply very badly informed. More seriously put, we were simply very badly educated.

The whole thing about Marx raises questions about the way we organize our undergraduate arts education. Many people look with horror on any talk about organizing undergraduate education, preferring instead to offer the BA on a supermarket basis—the university as so-called "culture mart." It appears to me that our general BA is essentially that: a mixed supermarket basket.

Looking at the BA we find a useful comparison in the market economy. In the free market economy individual taste determines the consumption pattern (course selection) of the buyer (student). What you want, you take; what you don't you leave alone, within financial constraints (majors, minors). Why you want what you do is not really anybody else's business. As long as you have a sufficient quantity of wants, you fill the essential condition—consumption (enrolment).

Thus the market BA treats the undergraduate student as sovereign, neglects the question of the origin of wants, and implicitly denies the continuity of thought over time and the relation of ideas across disciplines. That is to say, the market BA fails to assert that there are structures and relations, historical and interdisciplinary, that sustain the matrix of our ideas and arts—of our culture. Or, at a minimum, the market BA does not take these relations to be very important. Now this is serious business.

A student can graduate with a BA in Canadian history without ever having read Canadian literature. A student can receive his BA without ever having read Camus or Freud. And even more seriously, as we have seen, a student can receive his BA as anti-Marxist without ever having read Marx in a competent way.

I now believe that many students who graduated from this university with a BA are angry because they feel cheated out of a good intellectual and personal experience by the lack of structure attending their education. They may very well have opposed structure at the time, but when they now jokingly talk (but with bitterness) about suing the university for breach of promise over their BAs, I believe they are actually lamenting the absence of a coherent influence over their undergraduate education.

There has been a strong tendency over the past five years to focus attention on the political question about who has the power to make decisions for whom. As a purely political question, the answer appears to be that no adult should have arbitrary power over another. We should never condone the "student as nigger." Agreed. But are we really suggesting that democratic political theory is the appropriate basis for academic program planning? Must there not be other compelling reference points? What about the complex relations of ideas across time and disciplines referred to above?

That ideas have a time dimension and breadth seems rather self-apparent. That an appreciation of these complexities is necessary to free the mind for understanding and growth seems clear. Surely these "complex relations" have an importance and reality that transcend questions of political power between students and professors (transcend, not negate). To subject the BA to political conditions in the narrow sense is, in itself, an extraordinary political act—political in the broad sense of the term.

At present, it seems to me that the existence of these complex relations should be employed to defend the imposition of more structure on the undergraduate programs that lead to the BA at this university. The BA could become a rigorous set of rather coherent program alternatives. In my view, this would greatly enhance the quality of education at this university and buoy the morale of the liberal arts—students and faculty alike. Perhaps what we need is a new structural liberal arts college created out of the general market economy of the present Faculty of Arts. Leaving the present laissez-faire program alternatives to compete, I do not believe they would long survive the rebirth of a worthwhile undergraduate arts education. The possibilities that come to mind for creating a substantial and exciting liberal arts college are terrific.



William Thorsell

whose choice?

an interpretation of Alberta's educational philosophy

by David Norwood



Since the Second World War more and more attention has been focused on institutions of higher education everywhere in North America. This attention has assumed both positive and negative characteristics: on the one hand, there is agreement that continuing and/or higher education of some sort is good for individuals and society; on the other, considerable disagreement has been generated regarding the nature of education, its high cost, and the role of its participants.

Enrolments have gone up and down, sometimes in proportions diametrically opposite to predicted trends; and a wide variety of reasons have been put forward to explain these movements. Economists relate them to matters of supply and demand; social scientists see their cause in changes in concepts of life and role expectations; humanities specialists attribute them to a lack of guidance in curriculum. In short, for any one question raised there are countless answers.

The dramatic rise in university enrolments in the mid-1960s was as apparent in Alberta as anywhere else. In response to recommendations made by both campuses of The University of Alberta (at Edmonton and Calgary), the Social Credit government in 1966 substantially revised *The Universities Act*. The new Act created The University of Calgary as a separate university and provided for the establishment of other universities when and if the need arose. It also created The Universities Commission, an administrative/policy-making organization with broad, independent powers. (A separate Act created The Colleges Commission with similar powers.)

The principal function of The Universities Commission was the administration of all university affairs in the province; secondary, but perhaps equally important, was a buffer function: the Commission served as a liaison between the political body (government) and the institutions (universities). It was given corporate powers; it could own and distribute land; decide on funding for each university; receive, hold and distribute moneys as it saw fit; and decide on expansion, extension and creation of new universities, faculties and facilities. In creating The Universities Commission, the government was saying, in effect, "here, we trust you to carry out your duties with as much impartiality and responsibility as possible. We feel that we don't have to interfere." The Commission was given an educational *carte blanche*.

The simultaneous creation of The Colleges Commission and the subsequent expansion of the college systems (regional, community, agricultural), plus the enlargement of the technological institutes, and the creation of continuing education centres (such as the Alberta

Vocational Centres): all these indicated an awareness on the part of the government (which funded them all) that post-secondary education was more than a passing phenomenon. To establish educational guidelines of both practical and philosophical natures, and to conduct a general investigation of the needs of Alberta society over the next two decades, the Social Credit government created the Commission on Educational Planning.

The Commission (which quickly became known as "the Worth Commission" after its chairman, Walter Worth) was established in June, 1969. It began its investigations in October of that year and concluded them about two and one-half years later. Its findings, philosophies and recommendations were published in *A Choice of Futures*, released to the public in the summer of 1972.

A Choice of Futures ("the Worth Report") is essentially optimistic in its recommendations. It establishes two polarities which it calls "futures perspectives." One amounts to a continuation of our present way of life ("dominance of economic values . . . high level of technology . . . continued segregation of the educational system from the mainstream of society," as the Report describes it on page 31); this is called a "second-phase industrial society." The other is called a "person-centred society;" according to the Report, this type of society emphasizes "the goals of individual fulfillment and subordination of [the] industrial system to human needs." This second perspective, embodying many long-established ideals of individuality and democracy, is the clear choice of the Commission.

The optimism is implicit in the Commission's belief that the "person-centred" society can be achieved, mainly by society's assuming control of its own future. This, says the Report, is accomplished by total integration of the educational system with day-to-day living at all age levels.

After outlining in detail the changes necessary in basic education in order to fulfill the new goals, the Worth Report deals with Alberta's universities. It envisages two large universities, Alberta and Calgary, and two smaller ones, Lethbridge and Athabasca. It recommended the following for The University of Alberta:

The major effort of this university should be concentrated on senior undergraduate and graduate studies . . . The discovery function [i.e., research] continues to warrant high priority at the University of Alberta, particularly with respect to northern development. (page 84)

At the same time, the Report emphasizes that learning and teaching ought not be sacrificed to research.

The University of Calgary was encouraged by the Commission to divide its time and facilities almost evenly

between graduates and undergraduates, and to avoid any unnecessary duplication of facilities already available in Edmonton (not always a politically expedient recommendation).

The University of Lethbridge, with a small regional population base, was urged to concentrate on undergraduate instruction in arts, science and education. Athabasca University, in Edmonton, conceived in the confusion of burgeoning enrolments (and now almost stillborn), should become a four-year, degree-granting university college.

To govern and administer these institutions, the Report recommended that authority be placed as close as possible to the institution, so as to avoid as many bureaucratic levels as possible. Ultimate authority would lie with a Department of Advanced Education (which was formed by the Conservative government elected in the autumn of 1971, before the Report appeared). But, cautions the Report, the new Department's duties should include only those "that cannot be effectively performed at the local or institutional level." It suggests that most decisions be left to experts in a particular field of interest who would be consulted as the need arose.

The Worth Report is as specific as possible in its recommendations for institutional administration. Much, however, is left to interpretation by those authorities who are politically dominant. The entire Report assumes—even trusts—that these authorities will interpret its recommendations responsibly. The general problem was, and remains, implementation.

Preliminary responses to *A Choice of Futures* were mixed. Alberta's citizens had been handed an enormous amount of material to read and understand. Its size and frequent complexities of writing forced some readers to give up; others found fault with its approaches and methods; many others disagreed with its recommendations. More specific replies would wait until the Conservative government made its decisions on the recommendations.

The decisions came in January, 1973. The relatively new Department of Advanced Education was substantially reorganized from within. The Cabinet document which accompanied the reorganization gave these reasons for the change:

- 1) recognition of the need for improved coordination in all aspects of higher and further education to facilitate effective planning and efficient use of resources;
- 2) the assumption by the Department of most of the responsibilities of the Alberta Colleges Commission and the Alberta Universities Commission when these bodies are disbanded on March 31, 1973;
- 3) the need to rationalize the relationships among existing branches in the Department.

Each of these reasons implies a desire to smooth out lines of communication and authority. One wonders if an "economics/efficiency" factor is not fundamentally involved. The economics/efficiency factor implies that *all* commodities and values are measurable. Western civilization long has assumed that the creation and implementation of systems embodying clear lines of flow and delineation is a natural, unquestionable goal. This assumption was

fostered and expanded by technological development, creating an attitude which equates "inefficient" with "wasteful" and "useless." Efficiency is related directly to economic profit, in which saving time means saving money.

Neither *A Choice of Futures* nor the Cabinet document of January 30, 1973, denies the importance of the economics/efficiency factor. In fact, what is implicit in each—and this is crucial for Alberta's universities—is that the Alberta government needed to come up with some sort of compromise between the aesthetic-inclined, "person-centred" need for higher/continuing education and its actual cost (the economics/efficiency factor). And in spite of intentions, the reorganization of January 30 seems to lean towards the economics/efficiency side of the coin.

In fairness it must be noted that the *philosophy* of the reorganization of the Department of Advanced Education leans toward the "person-centred" goals of the Worth Commission. The Cabinet document states:

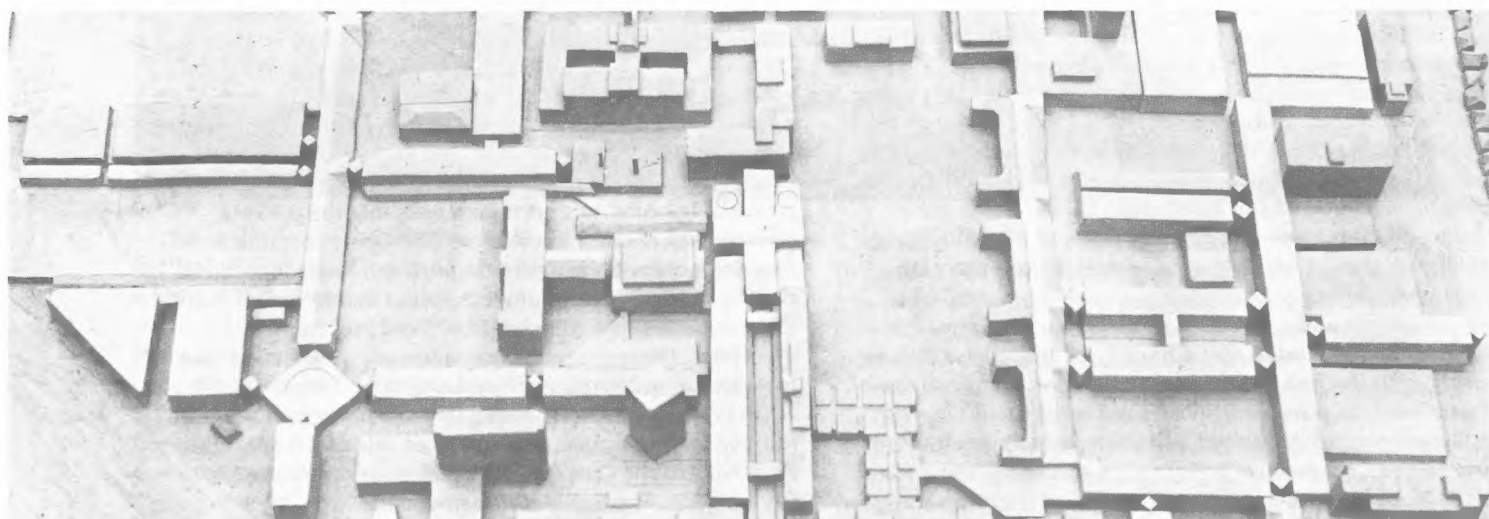
An enduring value in Canadian society is the belief in man's capacity for growth and self-fulfillment. Education is an important process through which this growth takes place: it is a life-long experience, broader than institutionalized learning. Society's best interests are served in nurturing the fullest development of its members.

The question which arises, then, is which choice is easier? The Worth Report itself says that choosing the "person-centred" society means a dramatic shifting of values and priorities on the part of *all* concerned participants, including government. On the other hand, continuation of past trends ("second-phase industrial society") at least coincides with tradition, and fewer commonly-held values have to be disturbed. A look at democratic governments almost anywhere in recent times reveals few concerted moves to redistribute values and ideas among the electorate; there is little political sense in it. It is comparatively easy, though, to pay lip service to a concept while doing little about its implementation. At bottom, it *does* appear to depend on the primary motivation, whether economics or aesthetics. And the basic question seems to remain, "how much will it cost us to be aesthetic?"

In February, 1973, both *The Universities Act* and *The Colleges Act* were amended. The Amendment made official the dissolution of the two Commissions which had previously administered the universities and colleges, and transferred the bulk of their responsibilities to the Department of Advanced Education. This effectively removed any buffer between government and institution, a source of real concern to many individuals.

The Amendment invested the Department with enormous responsibilities and wide powers of interpretation. Just as the 1966 *Universities Act* trusted The Universities Commission to handle its affairs responsibly and impartially, the 1973 Amendment trusts the Minister of Advanced Education to implement the philosophy of the reorganization and evaluate it fairly. Whether a political office and that sort of responsibility are compatible remains to be seen.

campus reporter



Alumni and community opinions wanted: Senate Task Force on Physical Planning

By William Thorsell, Executive Officer, The University of Alberta Senate.

The University Senate is gathering opinion about the physical development of the University. An important review of the Diamond-Myers long range plan (1969) is now underway by the administration and the time seems particularly appropriate for the expression of public views about the University's physical environment.

Since 1969, dramatic changes have occurred on campus under an energetic building program guided by the long range development plan. This plan is substantially different from earlier plans which envisioned the expansion of the University over a wide area, including North Garneau. The newer 1969 plan describes a tightly-knit "urban" campus with almost all buildings adjoining or connected to each other and providing a system of interior walkways. Since 1969 the Central Academic Building has been constructed linking Chemistry, Cameron Library, and Engineering; HUB has been erected along 112 Street, Education II will soon be finished north of the existing Education Centre, and an addition has been completed to the Rutherford Library. The Business Administration and Commerce Building is slated for the land immediately south of Tory to complete connections around the Arts Quad.

The University Senate has created a

task force "To discover the public mind on the nature of the physical growth of the University, including architecture, siting, historical buildings, transportation, and University expansion." The Task Force shares the conviction that the University's physical planning affects many more people than those who actually use the campus—for instance, surrounding neighbourhoods, the city as a whole and, of course, alumni of the University. The Task Force attempts to amplify the views of these groups so that they can be taken into consideration in decisions concerning planning. The Senate task force supplements the practice already established of the administration to consult with surrounding communities that may be affected by University construction.

The Task Force inquiry covers several aspects of campus planning and, specifically, the following:

What should happen to the old residences: Pembina, Athabasca, and Assiniboia? It appears that, if they are to be retained, a premium price will have to be paid for their restoration. Is the extra cost justified or should the residences be demolished and new buildings constructed in their stead? *What should the University do about North Garneau?* The Task Force has already reported to the administration that the public consensus appears to favor protection of the remaining houses and the character of North Garneau within reasonable financial constraints. A decision by the administration is pending.

What should happen to the University Farm, and particularly the West 240 south of Grandview Heights? Public meetings will be organized on this issue in 1974.

Should the campus continue to grow, as it has recently, on the basis of the 1969 plan? Where specifically should new buildings be sited? What spaces should be left as spaces? What should be the policy of the University regarding transport? Should more parking be provided or should the University in effect require greater use of public transport?

Is the planning process at the University meeting the challenge of constructing a major public institution?

Alumni of the University have a particularly important contribution to make to the task force because of their intimate association with this institution. The University community must always stretch beyond those who attend it or it will become a community without roots and without real maturity.

During the coming year 1973-74 the Task Force on Physical Planning will organize public meetings on issues of concern. The Task Force seeks written comments at all times about any aspects of physical planning under discussion. We look to University of Alberta Alumni to bring us their views and their advice.

The Task Force on Physical Planning can be contacted at any time by telephone (432-1268) or by mail; c/o The University of Alberta Senate, Edmonton T6G 2E1.

alumni notes by A.G.Markle

'33 **George Sinclair**, BSc (Eng) '33, President of Sinclair Radio Laboratories Ltd., Concord, Ontario, has been made a Fellow of the Royal Society of Canada. '34 **V.A.Wood**, BSc (Ag) '34, Alberta's Deputy Minister of Lands and Forests, has been named Chairman of the provincial government's Land Use Forum. '37 **Alan F. Macdonald**, LLB '37, is retiring as solicitor for the City of Edmonton to take up a position with a private law firm. **Harry A.Malcom**, BSc (Arts) '37, was one of seven high school teachers to receive a certificate for excellence in the teaching of chemistry presented by the Chemical Institute of Canada. '41 According to **Eva Macklan**, BSc (Nu) '41, The University of Alberta Hospital's nursing reserve, established 10 years ago, is still unique in Canada. Nurses joining the reserve are given a four-month refresher course to up-date their knowledge of nursing procedures. **Norman Lawrence**, BSc (Eng) '41, is now the General Alumni representative on the University's Board of Governors. '42 District Court Judge **S.V.Legge**, LLB '42, has been appointed Chairman of Alberta's Law Enforcement Appeal Board. The author of the 1969 Blair Report on Mental Health in Alberta, **W.R.N.Blair**, BSc (Arts) '42, has been named Chairman of the new provincial Mental Health Advisory Council. '44 **James G.Knudsen**, MSc '44, Associate Dean of Engineering at Oregon State University at Corvallis, has been elected a Fellow of the American Institute of Chemical Engineers. '46 **Robert E.McClary**, BSc (Eng) '46, Research and Development manager of Edmonton Power, is the new Chairman of the Electric Utility Planning Council's steering committee. Justice **A.F.Moir**, LLB '46, of the Alberta Supreme Court, was made honorary Chief Rolling Cloud by the Treaty Voice of Alberta in appreciation of his efforts as the TVA's counsel in the recent Ontario case concerning the treaty rights of Indian women married to non-Indians. '48 **Joseph Finley**, BCom '48, has been elected Vice-President and Comptroller of Majestic Pipeline Contractors. **Dale C.Thomson**, BSc (Arts) '48, is now Vice-Principal for Planning at McGill University. '49 **John J.Eatock**, BSc (Eng) '49, has been appointed Regional Director, Northwest Region, of the Environmental Protection Service, Environment Canada. '50 **Roy**

L.Millar, BSc (Ag) '50, a Cornell University plant pathologist, has been elected a Fellow of the American Phytopathological Society. A three-year appointment has been confirmed for **Roger G.Motut**, BEd '50, as Chairman of the Department of Romance Languages at The University of Alberta. **J.E.Burns**, BSc (Eng) '50, has been named production manager of Amoco Canada Petroleum Company Ltd. '51 **Lionel E.McLeod**, MD '51, has been appointed Dean of the Faculty of Medicine at The University of Calgary. '52 One of four faculty members of the University of Toledo who have been selected as "outstanding teachers" for 1973 is **Thian K.Mah**, BSc (Arts) '52, an instructor of Physical Education. '53 **Alfred George Lynch-Staunton**, LLB '53, has been appointed a provincial judge for Alberta. Retired RCMP Commissioner **Geoffrey W.Mortimer**, BCom '53, has been chosen as special consultant to look into the internal problems of the Edmonton police force. '54 **Sten Berg**, BSc (Ag) '54, Director of the Alberta Hog Producers' Marketing Board, has been named to the newly-formed Alberta Export Agency. '56 **Lydia C.Kasianchuk** (nee Paush), BEd '56, has been appointed administrative and editorial assistant in the Institute of Soviet and Eastern European Studies at Carleton University. **Rudy Wiebe**, BA '56, MA '60, Associate Professor of English at The University of Alberta, has just had his fourth novel, *The Temptations of Big Bear*, published by McLelland and Stewart. **W.D.Grace**, BA '56, is the new President of the Institute of Chartered Accountants of Alberta. **Len Maier**, BSc (Eng) '56, is Vice-President and Assistant General Manager of Halliburton Services Ltd. **Richard Haskayne**, BCom '56, is Comptroller for Canadian Arctic Gas Study Ltd. '58 **Geoffrey Kulak**, BSc '58, has been named Chairman of the Department of Civil Engineering at The University of Alberta. Last year **Helen Rosta**, BA '58, BEd '69, won an *Edmonton Journal* Literary Award for a one-act play. This year she won again—with a short story entitled *Maggie*. '59 **Bruce Miller**, BCom '59, has been appointed Marketing Manager for Turbo Resources Ltd. '60 **Elaine Peacock**, BPE '60, United Church Field Secretary in Vancouver since 1971, has been appointed Staff Associate at the Church's Naramata Centre for Continuing

Education, in British Columbia. **William Ray Ellenwood**, BA '60, MA '63, who is with the Department of English at Atkinson College in Ontario, has been awarded a Doctor of Philosophy degree by Rutgers University. '61 **Wayne G.Holt**, BA '61, has been appointed assistant secretary of Panarctic Oils Ltd. **George T.Lyons**, BSc (Eng) '61, has been promoted to Business Manager-Pulpmill Services, Hooker Chemical Corporation. '62 The Board of Directors of Famous Players Ltd. recently announced the appointment of **C.H.Byrne-McNamara**, BCom '62, as Vice-President and Treasurer of the company. Earlier this year, **V.Vernon Woolf**, BEd '62, was awarded a Doctor of Philosophy degree by Brigham Young University. **Sharleen Chevraux**, BA '62, won the short non-fiction category in the *Edmonton Journal* Literary Awards for 1973. '63 Chieftain Development Co. Ltd. has announced the appointment of **Ester S.Ondrack**, BA '63, as Assistant Secretary and Executive Assistant to the President. Formerly the Director of Physiotherapy at the Children's Hospital in Winnipeg, **Carol Leiper**, Dip (Phys) '63, is now with the Ontario Crippled Children's Centre in Toronto as a research physiotherapist. **Vernon G.MacKay**, PhD '63, is director of Marketing for the Alberta Wheat Pool. Rice University, Houston, Texas, recently conferred a Doctor of Philosophy degree on **Raymond H.Archer**, BA '63. '64 **James R.Walker**, BEd '64, has been awarded a Doctor of Philosophy degree by Southern Illinois University. '65 A Doctor of Philosophy degree in child development and family relationships has been awarded to **Victor R.Messier**, MSc '65, by Penn State University. **Donald F.J.Hilton**, BSc '65, is Assistant Professor of Biology at Bishops' University in Lennoxville, Quebec. '66 **Peter Quandt**, MD '66, has his own way of fighting pollution and inflationary gasoline prices: he has designed and built his own electric car, which costs between \$1.50 and \$2 a month to run. **Thomas J.Sawyer**, BA '61, BA (Divinity) '66, BD '66, is one of the new ministers at Knox-Metropolitan Church in Edmonton. '67 **H.E.Kennedy**, BA '67, has been named manager of the Edmonton branch of Xerox of Canada. **David W.Dahle**, BA '67, MA '69, has joined St. Olaf College in Northfield, Minnesota, as an instructor in

classics. **Leonard Dwernychuck**, BSc '67, and **Philip Stepney**, BSc '69, are among eight Canadian students awarded scholarships worth \$1,200 by the Canadian Wildlife Service. **Carl D. Hawrish**, DDS '67, has been appointed Chairman of the Department of Oral Diagnosis and Dental Radiology in The University of Alberta's Faculty of Dentistry.

Susan Antoniuk, BSc (Pharm) '67, is a sales representative for Smith Kline and French Laboratories. '69 **Michael Keaschuk**, BLS '69, is in charge of the Kamloops Public Library. **Walter Preugschas**, BSc (Ag) '69, has been appointed to the federal-provincial Small Farm Development Program in Alberta. '70 Last year **Jim Snipe**, MSc (AgEcon) '70, established a game bird farm on 540 acres of land 60 miles northeast of Edmonton and stocked it with 600 pheasant chicks. '71 A new treatment centre called "Project '72" is continuing under the direction of its founder, **Jim Dukowski**, BEd '71. The Saskatchewan Co-operative Credit Society has as its new General Manager, **Norman A. Bromberger**, MA '71. '72 **Audrey Ames** (nee **Ladler**), BLS '72, is librarian at the Defence Research Establishment at Suffield, Alberta. "Canadian doctors aren't equipped to deal with family planning problems because of an outdated medical school curriculum," says **Marv Haakonson**, MD '72, who has been appointed co-ordinator of a National Health and Welfare study of the problem. '73 **Susan Natrass**, BPE '72, was recently named co-captain of the Sports Afield 1973 All-American women's trap-shooting team. **E.S. Krebes**, BSc '73, a graduate student in theoretical physics at this University, was one of 49 recipients of the National Research Council's science scholarships for 1973-74.

Deaths

Cyrus P. Hotchkiss, BSc (Eng) '13, a member of the University's first graduating class in Applied Science. **Alexander Campbell (Sandy) Patterson**, BSc (Ag) '40, former Edmonton Parks Superintendent. **Wilfred A. Etherington**, BSc (Pharm) '48, in a wilderness area accident. **Don Doll**, BSc '71, in a light plane accident in Alaska. **Eli Wershof**, Special Student in Medicine, 1915; Edmonton medical practitioner.



Alumni invested with Order of Canada

Three University of Alberta alumni were among a group of Canadians honored this year with investiture in the Order of Canada. **Helen Beny Gibson**, BA '24, LLD '67, Medicine Hat (above, with the Queen), **R.E. Folinsbee**, BSc '38, Professor of Geology (below, left), and **J.G. McGregor**, BA '26, BSc '29, LLD '71, Edmonton (below, right), have been recognized for their contributions to various sectors of Canadian life.

Helen Beny Gibson, very active in this University's alumni affairs in Medicine Hat,

was cited for her public service at community, provincial, and national levels. She was invested personally in Ottawa on August 2, 1973, by Her Majesty Queen Elizabeth.

Robert E. Folinsbee was made an Officer of the Order in acknowledgment of his work in geology, and for his role as President of the Twenty-fourth International Geological Congress, held in Montreal in August 1972.

Dr. McGregor was named to the Order for his historical writings about the Canadian West, particularly Alberta and Edmonton. He is the author of eleven books.

Both Drs. Folinsbee and McGregor were invested into the Order of Canada in October 1973 by Roland A. Michener, BA '20, LLD '67, Governor General of Canada, chancellor and principal Companion of the Order.

